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ABSTRACT

A descriptive and cross-cultural analysis of greeting forms, both verbal and nonverbal, used among Uzbek and American people is presented. Aspects discussed include: the general usage patterns of greeting forms; their frequency and distribution in particular social situations in relation to the speakers' profession, age, gender, and social position; social factors that influence choice of greeting form; social patterns of greeting forms; and common features and differences in greeting forms among undergraduate students and teachers in both Uzbek and American cultures. Data for the last analysis are drawn from observation and surveys at state universities in Uzbekistan and the United States. Situations observed included students and teachers meeting at work around the university, in corridors and classrooms, passing on the street, at ceremonies and informal social gatherings, and in dormitories. It is concluded that in both cultures, greetings are expressed both verbally and nonverbally; Uzbek verbal forms are characterized by their relative simplicity; nonverbal greetings are more complex than verbal ones in both cultures, but have differing patterns; and American patterns are relatively more formal and restrained. Contains 24 references. (MSE)

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ON THE GREETING FORMS AMONG UZBEK AND AMERICAN PEOPLE

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Abstract

This paper presents a descriptive and cross-cultural analysis of greeting forms among Uzbek and American people. I describe the use of greeting forms, their frequency and distribution in particuliar social situations with reference to speakers' profession, age, gender differences and position of equality. I also discuss social factors which have an influence on the choice of greeting forms, identify social patterns of greeting forms and finally point out common features and differences in greeting forms among undergraduate students and teachers in Uzbek and American cultures.

Introduction

In human culture there are many customs and manners which have come down to us from ages past. Many of us do not know why we follow these but we do so blindly and often mechanically. Greeting /salutation/ is one of such customs and manners which has philosophical, linguistic, sociolinguisitc, cultural and educational backgrounds. Greetings have existed since time immemorial. Scholars have not yet revealed who

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started them first and how they actually originated. While greeting is quantitively a small part of human interaction it appers to have complex forms of expression, functions and important qualitative consequences for the interpersonal transaction which follows it. In all human cultures a customary greeting is considered to be a good manner and exists in one form or another. On Noverber 21, 1974, "Hello Day" was founded. On this day men and women all over the world who wish to be advocates of celebrating this day say "A friendly Hello" to ten quite unfamiliar people whom they have never addressed before /1978, Komsomolskaya/.

Greeting is expressed by different verbal and nonverbal forms among nations but it shares some common features among all human beings which consist in expressing a good wish to each other. Some examples of greetings from different languages are presented in Table 1.

Table 1

Examples of Greetings in Different Languages

Languages	Linguistic greeting forms	Meaning
Uzbek	Assalomu-alaikum	Peace on you
Russian	Zdravstvuyte	Health on you

Chinese	Tzi Guo Fang Le Mei?	Have you eaten?
Persian	Hushwakt boshed	Enjoy yourself
Israelian	Shalom	Peace on you
Egyptian	Ahlan wa sahlan	Peace on you
Japanese	Ohayo gozaimasu	It is early
Lingala	Nsango nini	How are you?
Kipende	Inki Mutshita?	How are you?
Kikongo	Mbote?	How are you?
Zulus		I see you

Greeting is performed between speakers by verbal and nonverbal forms. In some languages there are several verbal forms for greetings each of which is used specifically with reference to a range of social and psychological factors /amount of greeting time, social status, age, gender of speakers, etc./. Verbal greeting forms differ from one culture to another in terms of use, frequency and distribution. In some languages verbal greeting forms are few and most of them can be used in the same way at any time of the day irrespective of speakers' gender, social status, age of equality. In other languages the quantity of verbal greeting forms is so large that the nonnative speaker is often confused as to their appropriate use. Bgazhnakov /1978: 7/ points out that in languages of Caucasian people

/Abhazian, Ossetic, Daghestan, etc./ there are at least three dozen verbal greeting forms which correspond to the Russian "Zdravstvuyte". The choice of these verbal forms causes the learner difficulties as it depends on a set of factors. Russian and as well as English speaking people say "Good night" usually after 8 pm., but Bulgarian and Czech speaking people may say it after 5 pm. though they are aware that their interlocutor is going or may go to the restaurant or theatre /Farmanovskaya, 1982: 89/.

Nonverbal greeting forms are more complicated than verbal ones. Every nonverbal greeting form /gestures, physical contacts/ has a certain meaning and influence on the consequences of the human interaction. In ancient times by handshaking the handshakers meant that they had no weapon in their hands. A chinese shook his own hands with himself when he met his friend.

Nowadays as in the past nonverbal greeting forms differ from one culture to another in terms of manner of behavior and their frequency.While greeting, most French and Persian speaking people kiss on the cheeks, Latinoamericans embrace each other, young Americans greet their friends by slapping each other, Laplanders rub their noses, Samoans smell each other and Japanese usually do not shake hands, etc./Farmonovskaya, 1982: 89/.

Greetings are heavily regulated by cultural norms and often vary with

social factors.Norms often influence the "appropriatne ss" of participants, initiators, situation and topics in social interactions.As Wolfson points out "from the point of view of psycholinguistics it must be recognized that an important aspect of the individuals communicative competence is the knowledge not only of how to produce syntactically and semantically correct utterances, but of when, where and to whom such utterances are appropriate" /1981: 8/.Violation or deviation of cultural norms may cause a native speaker considerable embarrassment.In a newspaper article, a Russian speaking librarian wrote: "When a reader enters and silently comes up to the catalogue, automatically I perceive it as an indeference and offence towards me"/Komsomolskaya, 1978/.But in other cultures the described situation is considered to be normal.Krivonos and Knapp /1975/ point out that "in situations when someone we do not know passes us, smiles and says Hello we feel frustration and helplessness".In Uzbek culture such a greeting is accepted as traditional and if someone passes by and does not greet, it makes people feel frustrated or even insulted.

One of the theoretical findings of foreign language teaching Methodology is that within a course of foreign language acquisition the learner should acquire an intercultural competence.This competence includes the ability to behave adequately and in a flexible manner when

confronted with actions, attitudes and expectations of representitives of foreign cultures/Meyer, 1990:137/.As Bouton /1996: 17/ points out, "speech act taught in an ESL classroom should approximate those used in real life in both form and distribution to the extent that this is made possible by the proficiency of the students involved".In this respect a sociolinguistic description of greeting forms as one of the speech acts among two nations is potentially of high value to teachers of foreign languages.

This paper presents a descriptive and cross-cultural analysis of verbal and nonverbal greeting forms, their frequency and distribution in particuliar social situations with reference to speakers' profession, age and gender differences.By analysing the data I also discuss social factors which have an influence on the choice of greeting forms among interlocutors and identify social patterns of greeting forms and finally I point out the common features and differences in greeting forms among Uzbek and American undergraduate students and teachers. The following questions were posed before my project:

1.What are the greeting forms among Uzbek and American people?

2.What is the frequency and distribution of greeting forms?

3.What are the factors which determine the choice of greeting forms?

4.What are the peculiarities of greeting forms of speakers in reference

with gender, age, social status and other differences?

5.What are the common features and differences in greeting forms between the two nations?

The Analysis of Literature

As a speech function, greetings have been investigated by only a few anthropologists and sociolinguists.The most serious discussions began in the 1970's.Great contributions have been made in work by A.Grimshaw /1974/, R.Firth /1972/, E.Goffman /1971, 1974/,A.Dubrin /1273/,K.Giffin and B.Patton /1971/,P.Krivonos and P.Knapp /1975/, M.Davis /1973/, N.Ariana /1973/, E.Weber /1971/,A.Mehrabian /1971/, M.Cary /1972/,L.Zunin /1972/, D.Sheila /1984/A.Omar /1993/ and others.Papers and dissertations published on greetings from the point of view of their discussion may be grouped in the following way: role, importance of greetings in building successful encounters and relationships /N.Ariana, A.Dubrin, E.Goffman/; the functions of greeting forms /M.Davis, K.Giffin, B.Patton, R.Firth, E.Goody, P.Krivonos, M.Knapp/; the factors determining the choice of greeting forms in different social situations /A.Burns, T.Evans,L.Witner, J.Patton,H.Hutte, A.Mehrabian,P.Krivonos, M.Knapp, J.Irvine, A.Krishna Nambiar, D.Sheila/; description of speakers' behaviors while greeting /A.Scheflen, E.Schegloff, A.Kendon and A.Ferber, M.Cary, E.Weber,L.Zunun, D.Sheila; amount of time spent on greeting /P.Krivonos

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and M.Knapp/; description of social and psychological consequences of greetings /N.Wolfson, A.Adoto, P.Krivonos and M.Knapp, L.Luce and E.Smith, P.Sullivan/; identifying social patterns of human greeting forms /P.Krivonos and M.Knapp/.

The results achieved in the above mentioned publications are of high value for TESOL.But yet there are aspects of human greeting forms which need to be studied.To these aspects belong: defining peculiarities of greeting forms among various social group members /doctors, engeneers, workers, peasants, teachers, etc/; identifying other social psychological factors on which depends the choice of greeting forms; discoverying parameters of greeting behaviors of human beings; determining the correlation between verbal and nonverbal greeting forms; description of response greeting forms of the speakers towards the initiators' greeting forms; making social patterns of greeting forms among all social group members and defining common features and differences in social patterns of greeting forms of different nations by cross-cultural analysis.

The data

Authentic data has been collected through participant observation of everyday interactions among Khujand State University undergraduate students and teachers, and the data has been supplemented by questionnaire survey.The data on greeting forms of American

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undergraduate students /University of Illinois at Champaign-Urbana/ has been gathered by means of observation of everyday interactions.Individual interviews have been carried out to facilitate the data collection process by providing detailed information with regard to specific sociocultural values system in the two countries.In the data collection process I have carefully noted the information regarding the age, gender, relationship, occupation /position of equality/, personal traits of the speakers, contact situations and interlocutors' time availability which have an influence on the greeting procedure.I interviewed six male and seven female undergraduate students of 20-24 years of age /native American English speakers/ and eight male and seven female teachers of 32-60 years of age.Four of them had Ph.Degrees and the rest had Master's degrees.The data collected via interview were used to verify the authenticity of the results of our observations.And this data allowed me to develop a sense of contextual rules which may not be available to informants in the interview situations.In particuliar, attention was paid to contrasts and similarities among informants.

The situations observed included students and teachers' meeting at work /around the University, in the corridors, classrooms/, passing on the paths, roads, at ceremonies /weddings, parties, informal gatherings/ and at dormitories.

The following questions were asked in the interviews:

1.How consistently is a speaker in a particuliar social situation expected to greet?

2.How do you and a particuliar addressee usually greet?

3.Have you observed the following greetings in such situations?

/transcriptions of greetings were offered to informants/:

a/What could you tell me about the speakers?

b/What could you tell me about the situations?

c/What else could you tell me about them?/age, sex, social status membership, level of education, time availability and personal traits of the speakers/?

4.To what extent do you think that these greetings are appropriate:

a/between male undergraduate students?

b/between female undergraduate students?

c/between male and female undergraduate students?

d/between male teachers of equal position?

e/between male teachers of unequal position?

f/between male teachers of equal age/?

g/between male teachers of unequal age/?

h/between female teachers of equal position/?

i/between female teachers of unequal position/?

j/between female teachers of equal age?

k/between female teachers of unequal age?

l/between male undergraduate students and teachers?

m/between female undergraduate students and teachers?.

Discussion

The functions of greetings

Greeting as one of the speech acts is related to discourse functions.It is used to establish social relationships.Schiffrin /1977/ points out that the opening part of a conversation demonstrates that interaction is possible and that time apart has not threatened a relationship in the past, and the closing part demonstrates that future interaction is possible.

There are different viewpoints on the functions of greetings.I shall not discuss every point of view as they are unique in meaning though they are different in form.All these views /E.Goffman,1971; M.Davis, 1973; A.Mehrabian,1971;K.Giffin and B.Patton, 1971; H.Hutte, 1972;D.Schiffrin,1977;P.Krivonos and M.Knapp, 1975;D.Sheila,1984; N.Farmonovskaya,1982;A.Omar,1993/ state that greetings carry out the following functions:

1/to signal the degree of accessibility between speakers, to open up access with those whom speaker does not know;

2/to reveal important information about the state of the relationship

between the participants;

3/to serve a maintenance function for interpersonal relationships.

The analysis of observation data, personal experience in greetings and literature has permitted me to assume that these functions of greetings irrespective of their different forms of use share common features in all languages and cultures.This will be illustrated by the following examples.

Example 1.At the entrance to the buiding of the University, A /male student/ is talking to B /male student/:

A.: Salom	Peace on you
B.:Salom	And you peace
A.:Ahvollar yahshimi?	Are you well?
B.:Yahshi, rahmat.Uzing kalaisan?	Fine, thank you, and you?

Example 2.In the corridor of the buiding of the University A /female undegraduate student/ is talking to B /professor, about 50 years old/:

A.:Assalomu alaikum	Peace on you
B.:Wa alaikum assalom	And you peace

Example 3.In the classroom A /a male student/ is talking to B /female student/:

A.:Good morning, Maria!

B.:Oh, Bob, morning, how are you?

A.: Pretty good.And you?...

Example 4.Conversation on the phone /from Kimbrough, 1983, Odessey:A Communative Course in English, Longman, Book 1, p.58/:

1.S1:Hello.

2.S2:Hi, Maria.This is Mike.

3.S1:Oh, hi, Mike.How are you?

4.S2:Fine.And you?

5.S1:I'm fine.

6.S2:What are you doing?

Example 5.In the lobby of the building of the University A /a female student/ is talking to B /a professor, about 45 years old/:

1.A.:Hello.

2.B.:Hello, Alison.How are you?

3.A.:I'm fine, thanks...

As it is seen from the examples 1-5 the speakers use different verbal forms for greetings, but their functions are the same: to mark a transition between a period of absence and a period of increased access, and to reveal important information about the state of the relationship between the speakers /Krivonos and Knapp,1975:17/.

Verbal greeting forms

Greeting is one of the most frequent and most nearly obligatory linguistic routines in human culture.In Uzbek culture greeting occurs at the

beginning of almost every social encounter.The following verbal forms are used for greetings:

1.Assalomu-alaikum	Peace on you
2.Salom	Peaa ce on you
3.Yahshimisiz /san/?1/	Are you well?
4.Kandaisiz/san/?	How are you?
5.Ahvollar yahshimi?	Is everything all right?
6.Bola-chakalar yahshimi?	Are your chidren well?
7.Bola-chakalar tinchmi?	Are your children well?
8.Ota-onanglar yahshimi?	Are your parents well?
9.Aka-ukanglar soghmi?	Are your brothers and sisters healthy?
10.Kurinmaisiz /san/?	I haven't seen you for ages.
Kaerda yuribsiz/san/?	Where have you been?

The analysis of the 3200 greetings, I have observed among undergraduate students and teachers of Khujand State University, has revealed the following picture of frequency and distribution of verbal greeting forms. See Table 2.Notes to Table 2:

a/the percentage of frequency has been calculated in comparison with the use of each verbal form/;

b/the numbers /1-10/ in the first column from the left side indicate the verbal forms used among Uzbek people;

c/MS means male students, FS - female students, MT - male teachers, FT - female teacher.

Table 2

Frequency and Distribution of Verbal Greeting Forms Among Undergraduate Students and Teachers

	Types of interactions									
	MS-MS	MS-FS	FS-FS	MS-MT	MS-FT	FS-MT	FS-FT	MT-MT	MT-FT	FT-FT
1.	2,4.	0,7	0,2	93,3	95,3	96,6	80,1	46,0	50,1	35,0
2	25,3	24,2	22,3	3,2	1,1	0,8	2,2	2,4	3,2	6,1
3.	32,2	35,3	36,1	2,3	3,4	2,2	12,3	10,3	12,4	10,1
4.	11,3	12,4	11,2	0,2	-	0,2	0,5	4,2	3,1	1,1
5.	14,0	20,0	15,4	1,0	-	0,2	0,8	8,2	9,2	10,3
6.	2,1	0,1	0,1	-	-	-	1,2	7,3	6,0	12,2
7.	-	-	-	-	-	-	0,8	8,4	7,1	10,1
8.	3,0	1,1	4,3	-	-	-	-	2,3	1,3	2,6
9.	2,6	-	2,1	-	-	-	-	0,8	0,5	0,4
10.	7,1	6,2	7,4	-	0,2	-	2,1	10,1	7,1	12,1
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

The analysis of the data, presented in Table 2, shows that the use of greeting forms depends on the social status, age and gender differences of the speakers.The most frequent use of "Assalomu-alaikum" /N1/ was discovered in greetings between female students and male teachers /96,6%/, the least frequent use of this greeting form /0,2%/ is peculiar to the interactions among female students.Greeting form /N3/

"Yahshimisiz/san/" is frequently used in greetings among both male and female students.Greeting form /N2/ "Salom" - the shortened form of "Assalomu-alaikum" is peculiar to the interactions of students.Inquiry greeting forms /N 6,7,8,9/, related to the interlocutor's family, are used mostly in greetings among married people.

While gathering the data I noticed that the quantity of greeting forms used by the interlocutors differs from one speaker to another - some speakers are restricted to the use of one form, others use several forms.This phenomenon caused me to think of its reason.I assumed that the explanation of this reason will help to reveal other factors which influence the choice of verbal greeting forms and ultimately serve as a basis for making social patterns of verbal greeting forms.

For this purpose I had to analyse the data from the point of view of what verbal greeting forms are usually used by undergraduate students and teachers with reference to their gender difference.While analysing the data I took into account frequency of the use of greeting forms.The results of the analysis are presented in Table 3.

Table 3

Frequency and Distribution of Greeting Forms Among Undergraduate Students and Teachers

Notes to Table 3: a/numbers are used to indicate verbal greeting

forms /see page 14/;

b/verbal greeting forms are placed here in accordance with the frequency of their use.

Types of interactions	Verbal greeting forms
1. MS-MS	3,2.,5,4,10,8,9,1
2. MS-FS.	3,2,5,4,10,8,1
3. FS-FS	3,2,5,4,10,8,9,6,1
4. MS-MT	1,2,3,5,4
5. MS_FT	1,3,2,4,5
6. FS-MT	1,3,2,4,5
7. FS-FT	1,3,2,10,6,5,7,4
8. MT-MT	1,3,10,7,5,6,4,2,8,9
9. MT-FT	1,3,5,7,10,6,2,4,8,9
10. FT-FT	1,6,10,5,3,7,2,8,4,9

The results of the data analysis, presented in Table 3, show that:

(1) the use of verbal greeting forms varies by its frequency and its quantity among different speakers: the lower amount of greeting forms is peculiar to interactions of male and female students with male and female teachers, the most quantity was noticed in greetings among both male and female teachers;

(2) some speakers use only one or two greeting forms, whereas others use up to ten.The reason for this is linked to speakers' psychological traits /sociability, unsociability, reticence, reserved disposition,mood, etc/, interlocutors' time availability, level of education, degrees of relationship with the encounters and purpose of interaction /strategic factor/;

(3) greeting forms among speakers depend on the following groups of factors:

a/social factors:

1/age difference, 2/gender difference,3/relationship between the speakers, 4/social status, 5/status of group membership, 6/marital

status,7/situational factor,8/religious factor,9/nationality,10/geographical factor;

b/**personal factors:**

1/speakers' purpose of interpersonal transaction /strategic factor/,2/speakers'time availability,3/speakers' level of education;

c/**psychological factors**:

1/speakers' sociqbility, reserved desposition, 2/speakers' mood.

Nonverbal greeting forms

As it has been pointed out in Introduction to this paper, greetings include verbal and nonverbal forms.Nonverbal forms have a specific influence on the interpersonal transactions.The motion of every nonverbal form has a certain meaning, or in some cases may replace the verbal greeting forms.The examples below show the role of nonverbal greeting forms in greetings.Zunin /1972:78/ pointed out that "the eyes are our primary medium of nonverbal communication during the first four minutes of contact."Cary /1972:21/ found that "when a male enters a room where a female is present, occurence of conversation is predicted by her second glance toward the male, whereas when a female enters the room where a male is present, occurence of conversation is predicted by their mutual glance".Mehrabian /1971:2/ states that "lift of a hand at a distance is an abbreviated reaching to touch.This gesture conveys a warmer and more

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friendly feeling than words alone".Krivonos and Knapp /1975:10/ found that "appointed finger may serve the same purpose as a handshake or Hello did when the participants were at the early stage of their relationship".

In Uzbek culture nonverbal greeting forms are more complicated than verbal ones.Deviation or violation of the use of nonverbal forms while greeting may cause the encounter a considerable embarrassment or frusration, helplessness or even insult.Ignoring a handshake or a superficial handshake among male speakers, ignoring an embrace or a superficial embrace among females , especially in rural places, has negative features in interactions.

In the data gathering process I thoroughfully carried out the documentation of motions of parts of speakers' bodies.Ultimately I noted that while greeting, speakers use various nonverbal forms: handshake, embrace, kiss, headgestures, etc.In some situations nonverbal forms may substitute for verbal ones, in other cases they are used paralell with verbal ones and they may indicate the degree of speakers' relationships, age, gender differences, social, marital status, personal, psychological traits of the participants.

Logically all nonverbal forms used in greetings may be united into three groups: a/gestures, b/physical contacts, c/specific forms.The structures of these groups are presented in Table 4.

Table 4

The Structures of Nonverbal Greeting Forms

a/Gestures:

1 eye_contact,
2 motion of the eyelashes,
3 motion of the eyebrows,
4 handlift,
5 appointed finger,
6 headgestures,
7 handwave,
8 air kiss,
9 steps in the direction of the addressee,
10 hand on the chest,
11 bend over,
12 military-like salute,
13 raised fist,
14 raised thumb,
15 Peace sign,
16 wink /eyelid, eye blinks/;

b/physical contacts:

1 handshake,
2 handslap,
3 hit on the back,
4 hit on the shoulder,
5 embrace,
6 kiss on the cheeks,
7 kiss on the forehead,
8 kiss on the lips;

c/specific forms:

1 smile,
2 motion of the mouth,
3 distance between speakers,
5 time spent for greeting,
6 grooming behavior /any touching or brushing self by one partner in

4 tears in the eyes, the greeting dyad/.

While studing the nonverbal greeting forms I noticed that speakers use nonverbal greeting forms differently.Some interlocutors are inclined to use less, others use more nonverbal forms in the interactions.It was also observed that some nonverbal forms are widely distributed among all speakers and the others occur in greetings rarely.This phenomenon made me search for its reason.In this regard I analysed the data from the point of view of what nonverbal greeting forms are used by undergraduate students and teachers while greeting.While analysing the data I kept in mind these questions: /1/ On what factors does the use of nonverbal greeting forms depend?, /2/ What is the frequency of the use of each nonverbal greeting form among undergraduate students and teachers?The results of data analysis are presented in Table 5.

Table 5

The Distribution and Frequency of Nonverbal Greeting Forms

Among Undergraduate Students and Teachers

Notes to the Table 5:

1/MS -male students, FS - female students, MT -male teachers, FT - female teachers;

2/Frequency of the use of nonverbal forms are divided into five scales:

A-always occurs, O-often occurs, S-seldom occurs, VS -very seldom

occurs, --- does not occur;

3/Numbers 1-30 in the column from the left side indicate nonverbal greeting forms presented under the same numbers in Table 4.

	types of interactions									
	MS-MS	MS-FS	FS-FS	MS-MT	MS-FT	FS-FT	FS-FT	MT-MT	MT-FT	FT-FT
1	A	A	A	A	A	A	A	A	A	A
2	VS	S	O	-	-	-	-	-	-	S
3	VS	S	O	-	-	-	-	-	-	S
4	O	O	S	-	-	-	-	S	VS	S
5	O	O	S	-	-	-	-	-	-	-
6	A	A	A	A	A	A	A	A	A	A
7	O	O	O	VS	-	-	-	S	S	S
8	-	S	VS	-	-	-	-	-	VS	-
9	VS	VS	-	S	VS	VS	VS	O	S	S
10	-	-	-	S	S	VS	VS	S	S	O
11	-	-	-	-	-	-	-	-	-	-
12	VS	-	-	-	-	-	-	-	-	-
13	S	VS	-	-	-	-	-	-	-	-
14	S	VS	-	-	-	-	-	-	-	-
15	S	VS	VS	-	-	-	-	VS	VS	VS
16	S	S	S	-	-	-	-	-	-	VS
17	A	O	S	S	VS	VS	VS	A	S	S
18	O	S	VS	-	-	-	-	-	-	-
19	O	-	-	-	-	-	-	-	-	-
20	S	-	-	VS	-	-	-	-	-	-

21	O	VS	S	-	-	-	-	S	-	VS
22	S	-	S	-	-	-	-	S	-	O
23	-	-	-	-	-	-	-	-	-	-
24	-	-	VS	-	-	-	-	-	-	VS
25	A	A	A	A	A	A	A	A	A	A
26	A	A	A	A	A	A	A	A	A	A
27										
28	-	-	-	-	-	-	-	-	-	-
29										
30	O	O	S	VS	VS	-	VS	S	-	S

From Table 5, where the distribution and frequency of the use of nonverbal greeting forms are presented, there appear two questions: /1/ why are some forms /N11,28/ included in the Table, though they do not occur in the interactions of students and teachers?, /2/ why are some forms /N27, 29/ left blank?.The answer to the first question is that Table 5 includes all the nonverbal greeting forms which are used among Uzbek people generally.Bend over /N11/ is used in interactions with clergymen to show one's deference towards them; tears in the eyes /N28/ are observed in interactions when close relatives, friends have not seen each other for a long time.The reason of forms N27 and 29 being left blank /the second question/ is that I did not study time spent on greetings and distance between speakers, though they represent an interesting concern to the topic.[2]

The data analysis on the distribution and frequency of the use of nonverbal greeting forms shows /Table 5/ that some of them are always used among both students and teachers irrespective of gender, age, social status differences, whereas others are used differently depending on social, personal and psychological factors.The distribution and frequency of the use of verbal /Table 3/ and nonverbal /Table 5/ greeting forms have permitted me to define them for students and teachers with reference to their gender, age, social status, relationship differences.Ultimately it has led me to identify social patterns of greeting forms among students and teachers,This classification of greeting forms based on social, personal and psychological factors permitted me to unite all greeting forms into two types each of which has its two subvarities:

I.Formal type: a/superficial formal, b/ordinary formal;2.Informal type: a/sincere informal, b/strongly informal.

My next task was to show by what greeting forms each type and its subvarities are characterized.I demonstrate them in Tables 6,7,8 and 9.

Table 6

Social Patterns of Greeting Forms of Male Undergraduate Students

Types of greetings	Verbal Forms	Nonverbal Forms
1.Formal type:		
a/superficial formal:	Salom or Are you well?	eyecontact, headgestures, smile
b/ordinary formal:	Salom, How are you?	eyecontact,headgestures,smile, handlift,appointed finger,hand-wave, handshake
2.Informal type: a/sincere informal:	Assalomu-alikum, Salom.How are you?, Are you well?, Addressing by first name	eyecontact,headgestures,smile, handlift,appointed finger,hand-wave,handshake,military-like salute,raised fist,raised thumb, handslap,hit on the back, embrace,grooming behavior
b/strongly informal:	Addressing by first name,How are you?, Are you well?,I have not seen you for ages?, Where have you been?,	eyecontact,headgestures,smile, handlift,appointed finger,handwave strong handshake,military-like salute,raised fist,raised thumb, handslap,hit on the back,embrace,

	How is your family?...	grooming behavior,steps in the direction of the addressee,Peace sign,wink,hit on the shoulder,kiss on the cheeks

Table 7

Social Patterns of Greeting Forms of Female Undegraduate Students

Types of greetings	Verbal Forms	Nonverbal Forms
1.Formal type:		
a/superficial formal:	Salom or Are you well?	eyecontact,headgestures,smile
b/ordinary formal:	Salom or Assalomu-alaikum,How are doing?	eyecontact.headgestures,smile, handwave
2.Informal type:		
a/sincere informal:	Addressing by first name, How are you?, Are you well?,How are the things?	eyecontact,headgestures,smile, handwave,motion of the eyebrows, handlift,appointed finger,handshake, embrace,kiss on the cheeks, grooming behavior, wink
b/strongly informal:	Addressing by first name,How are you?,	eyecontact,headgestures,smile, handshake,motion of the eyes,

	Are you well?,How are the things?,I haven't seen you for ages?Where have you been?,How is your family?...	and eyebrows,embrace,kiss on the cheeks,lips,steps in the direction of the addressee, hand on the chest

Table 8

Social Patterns of Greeting Forms among Male Teachers

Types of greetings	Verbal Forms	Nonverbal Forms
1Formal type:		
a/superficial formal:	Assalomu-alaikum Are you well?	eyecontact,headgestures,smile handshake
b/ordinary formal:	Assalomu-alaikum, Are you well?,How are you doing?	eyecontact,headgestures,smile, handshake,handlift
2.Informal type:		
a/sincere informal:	Addressing by first name.Are you well?, How are you doing?,	eyecontact,headgestures,handshake, smile,handlift,handwave,steps in the direction of the addressee,

	How are the things?	hand on chest
b/strongly informal:	Addressing by first name.Are you well?, How are you doing?, I haven't seen you for ages.Where have you been?,How is your family?	eyecontact,headgestures,handshake smile, handlift,handwave,steps in the direction of the addressee,hand on chest,Peace sign,embrace, kiss on the cheeks, grooming behavior

Table 9

Social Patterns of Greeting Forms of Female Teachers

Types of greetings	Verbal Forms	Nonverbal Forms
1.Formal type:		
a/superficial formal:	Assalomu-alaikum or Salom.Are you well?	eyecontact,headgestures,smile
b/ordinary formal:	Salom or Assalomu-alaikum,How are you doing?Are you well?	eyecontact,headgestures,smile, handshake
2.Informal type:		
a/sincere informal:	Addressing by first name,How are you?, Are you well?,How	eyecontact,headgestures,smile, motion of eyelashes and eyebrows, handlift,handwave,hand on chest,

	are the things?	handshake, kiss on the cheeks;
b/strongly informal	Addressing by first name,How are you?, Are you well?,How the things?I haven't seen you for ages.Where have you been?How is your family?How are your children?How is your husband?	eyecontact,headgestures,smile, motion of eyelashes and eyebrows, handlift,handwave,steps in the direction of the addressee, hand on chest, Peace sign, wink, handshake, embrace,kiss on the cheeks,lips, grooming behavior.

The next task was to define the common features and differences in social patterns of greeting forms of Uzbek and American undergraduate students and teachers.For this purpose I carried out a comparative analysis of social patterns of greeting forms with reference to the relationship between speakers, their social status and contact situations.The results of the comparative analysis are presented in Tables 10,11 ,12,13 and 14.

Table 10

Comparative Analysis of Greeting Forms among Male Students

	c o n t a c t s i t u a t i o n s			
RELATIONSHIP	at the Univers	Outside	at dormitories	at ceremonies
	Uzbek=Amer.	Uzbek=Amer.	Uzbek=Amer.	Uzbek=American
Friend	1,b = 1,a	1,b = 1,a	1,b =1,a	1,b = 1,b
Close friend	2,a = 1,b	2,b = 1,b	2,a = 1,b	2,a = 2,a
Fam.by name	1,b = 1,a	1,a = ---	1,a = 1,a	1,a = ---
Fam.by face	1,a = 1,a(--)	1,a = ---	1,a = 1,a(--)	1,a = 1,a
Unfamiliar	1,a = ---	--- = ---	--- = ---	--- = ---

Table 11

Comparative Analysis of Greeting Forms among Female Students

	c o n t a c t s i t u a t i o n s			
RELATIONSHIP	at the Univers.	Outside	at dormitories	at ceremonies
	Uzbek=Amer.	Uzbek=Amer.	Uzbek=Amer.	Uzbek=American
Friend	1,b = 1,a	1,b = 1,a	1,b = 1,a	1,b = 1,a
Close friend	2,a(b)=1,b(2,a)	2,a(b)=2,a	2,a(b)=2,a	1,b = 1,a
Fam.by name	1,b = 1,a	1,b = 1,a	1,b = 1,a	1,a = 1,a
Fam.by face	1,a = 1,a	1,a = 1,a	1,a = 1,a	1,a = 1,a

Unfamiliar	1,a = ---	1,a = ---	1,a = ---	1,a = ---

Table 12

Comparitive Analysis of Greeting Forms Male and Female Students

	c o n t a c t s i t u a t i o n s			
RELATIONSHIP	at the Univers. Outside Uzbek=Amer.	at dormitories Uzbek=Amer.	at ceremonies Uzbek=Amer.	Uzbek=Amer.
Friend	1,b = 1,a	1,b = 1,a	1,b = 1,a	1,a = 1,a
Close friend	2,a = 1,b	2,a = 1,b	2,a = 1,b	2,a = 2,a
Fam.by name	1,a(b)=1,a	1,a(b)=---	1,a(b)=1,a	1,a(b)=---
Fam.by face	1,a (b)=1,a	--- = ---	1,a = 1,a(-)	--- = ---
Unfamiliar	1,a = ---	--- = ---	--- = ---	--- = ---

Table 13

Comparative Analysis of Greeting Forms Used by Male and Female Students towards Teachers

	c o n t a c t s i t u a t i o n s		
	in the class	in the corridors	outside
RELATIONSHIP	Uzbek=American	Uzbek=American	Uzbek=American
Close relationship			

a/male students	1,a = 1,a	1,a = 1,a	1.a(b)= 1,a
b/female students	1,a = 1,a	1,a = 1,a	1,a = 1,a
Teacher-student relationship:			
a/male students	1,a = 1,a	1,a = 1,a	1,a = 1,a
b/female students	1,a = 1,a	1,a = 1,a	1,a = 1,a

Table 14

Comparative Analysis of Greeting Forms among Male and Female Teachers

	contact situations	
RELATIONSHIP	at work	outside
	Uzbek=American	Uzbek=American
Equal by position:		
a/male teachers	2,a(1,b)=1,a	2,a(1,a)=1,a
b/female teachers	2,a(1,b)=1,a	2,a(1,b)=1,a
Unequal by position:		
a/male teachers	1,b = 1,a	1,b = 1,a
b/female teachers	1,a(b)=1,a	1,a(b)=1,a
Equal by age and position:		
a/male teachers	1,a(1,b)=1,a	2,a(1,b)=1,a
b/female teachers	2.a(1,b)=1,a	2,a(1,b)=1,a
Unequal by age and position:		

a/male teachers	2,a(1,b)=1,a	2,a(1,b)=1,a
b/female teachers	2,a(1,b)=1,a	2,a(1,b)=1,a

Conclusion

A cross-cultural analysis of greeting forms among Uzbek and American people permits me to state the following:

greetings are expressed among both nations by verbal and nonverbal forms;

verbal forms in Uzbek culture are characterized by their relative simplicity, whereas in American culture there are two complications on the use of verbal forms: (a) to choose one form out of several /linguistic complication/; (b) to choose one form in accordance with the particuliar situation /sociolinguistic complication/.This complication is reinforced by the fact that addressing by name of a person itself may be understood by the interlocutor as a greeting which is not peculiar to Uzbek culture;

nonverbal greeting forms are more complicated than verbal ones among both nations.Uzbek people and as well as Americans use the same nonverbal greeting forms while greeting.But their use differs from one contact situation to another depending on a range of various factors.The use of nonverbal forms is more complicated among Uzbek people than among Americans;

American people are more formal and restrained than Uzbek people

while greeting.

Notes:

1.In Uzbek language pronouns have three person forms in singular and plural.The suffix "siz" is the indicator of the second person in plural, the suffix "san" - the second person in singular.

2.As the analysis of literature shows, time spent on greetings has been studied by Krivonos and Knapp /1975/ in regard with American culture.

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